



2008219.01

**BEREA CITY SCHOOL DISTRICT
NEW ELEMENTARY SCHOOL**

Thursday, March 12, 2009

In Attendance

J. Grosse	Business Manager
R. King	GPD Associates
M. Salopek	GPD Associates
Planning Committee	Per Sign-In Sheet

Distribution

All in Attendance

The following is a brief list of items discussed:

- Discussion continued on the Program of Requirements.
- It was noted that Gifted required one classroom of 900 sq.ft..
- As a follow-up to the Special Ed. topic, the Intervention Specialists had met and determine the preferred spatial requirements. This was estimated as a maximum of 5,400 sq.ft and the Excel spreadsheet was adjusted to reflect this (the room types may not be accurate although the square footage is). These notes are attached.
- After Care was discussed and it was determined that this program really required a dedicated classroom because it needed to remain set up per the licensing standards. However, that did not mean to say that no other use could possibly be made of that room. The gymnasium and cafeteria were also available for use by After Care.
- The gymnasium was discussed. It was noted that the District had elected to enlarge the space from 5,000 sq.ft to 7,000 sq.ft. This size accommodated a full-sized basketball court as well as some bleachers (probably 100-200).
- It was felt that the Stage was not large enough (1,060 sq.ft). Various permutations of stage/cafeateria/gymnasium were discussed. It was suggested to view the current Fairwood stage as this is a preferred dimension. Acoustics were noted as being very important.
- It was agreed that a Staff Dining room was probably required although the space allocation did not need to be large. Use varies between schools.
- Title 1 was discussed. These spaces would need to allow for 6-8 students. They are not used all the time but could perhaps be used for other pull-out uses. Probably up to one room per



grade would be required. It was noted that it would be acceptable to reduce classrooms by up to 10% so as to provide more space for small group rooms. M. Salopek suggested that the classroom module should be used as a basis so that they could revert to classroom use if not required for small groups. Small rooms distributed through the building may prove less flexible than regular classrooms sub-divided.

- Further to the discussion on small group rooms, it needs to be understood that location of these rooms could provide distraction issues for the students. Teacher access is also a consideration as both a large room and a small room may have to be monitored simultaneously by one teacher.
- In answer to a question from J. Grosse, R. King explained that if lockers were located within the room then the corridors were a minimum of 8' wide. If the lockers were outside the classroom, then the corridors need to get wider (11'-12'). This would obviously require additional space. If the lockers were located within a room, then they could be in various permutations: along one wall, on two walls and meeting in a corner, in peninsula arrangements etc.
- The performing arts facility was discussed again. The disadvantage of a space like this is that it would probably need to be about 3,500 sq.ft (seating 500) and may be under-utilized.
- Building location was briefly addressed. No resolution was reached however.
- It was agreed that there would be no meeting on Tuesday, March 17, but that the next meeting would be a tour of the Hayes and Harrison Elementary Schools in Lakewood on Thursday, March 19, 2009. A bus would leave the Berea Board Administration building at 4.00pm on Thursday. R. King would confirm the first school to be visited so that anyone driving separately could meet.

The preceding is GPD Associates interpretation of the meeting. Any changes, additions, or clarifications should be forwarded to our office as soon as possible. Unless these changes are furnished within ten (10) working days, it will be understood that all parties are in agreement with the preceding statements.

Respectfully submitted,
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Notes from meeting with invited Intervention Specialists:

Attending:

Karen Thomas

Judy Tretiakow

Helena Kleem-Goliat

Elaine Cook

Nicole Carpenter

Tami Klammer

We discussed room size and configuration. Also discussed somewhat, design of room.

Units: based on 4 units at new school 2 MD, 2 Autism

Room size 750, like size of 900 but agreed that 150 from each room would go to motor room, leaving rooms at 750.

Rooms would be paired with area in between for shared observation and restroom, and speech/OT area.

Room only need 1 bathroom, with changing area and cabinet space for changing materials.

1 room in each pair would contain kitchen to be shared
All 4 rooms have sink with hot water.

Shower in health clinic rather than bathroom

Motor room 600 sq. ft.

Design of room:

Kitchen: small fridge, stove, microwave, stackable washer/dryer

Table for snacks

Computer access areas but computers need to be bolted down

2 large storage areas bolted to wall

Sturdy moveable furniture and dividers to allow for changes in room set up.

Motor room also contains sensory area

Total square footage for 4 units: 3600 square feet

General Intervention Specialists:

2 options looked at in terms of dividing square footage:

Option 1:

- 2 classrooms at 700-800 sq. ft each-would be for 2-3 Intervention specialist in each room
- 1 room would be k-2, the other 3-5
- Room divider so that room could be made into 2 small rooms or opened up as needed
- Due to needing to keep large amount of curriculum materials both special education and regular-room would hold material
- Also have computer work stations for 8 children
- Teachers at times send other children with those working on IS caseload for the extra help-groups at those times could be as large as 10.
- Rooms could also be shared with title and others as scheduled
- Technology would match that in regular classroom
- Sink in room with hot water
- Total square footage 1600 sq. ft

Option 2:

- 4-5 small classrooms size at least 350-400
- Sink in room with hot water
- Near proximity to restrooms
- Intervention assistants need home base
- Teacher work area, not necessarily teacher desk
- Concern with this model is amount of material housed to meet grade level needs of children
- Total square footage 1400-1600 square feet

Total square footage for special education rooms: 5200-5400, title 1 could also use IS rooms